

Fifth Grade Unit 6

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Coming of Age

“How can literature help us understand what it means to grow up?”

6 weeks

APRIL 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

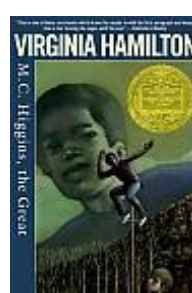
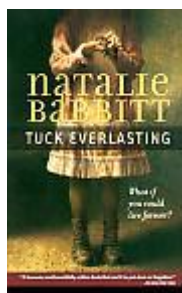
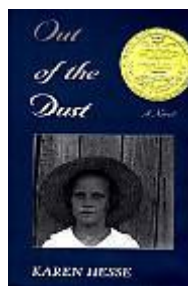
MAY 2014						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Link to Pacing Guide
[Unit 6](#)

Sample Activities and Assessments (pg. 396-399 Common Core Curriculum Maps)

The listed standards appear on the 4th Quarter Scoring Guide

Students choose a Coming-of-Age Novel



5 copies of each title

1. Class Discussion

SL. 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



2. Literature Repsonse

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

3. Graphic Organizer

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Fifth Grade Unit 6

4. Class Discussion

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5. Opinion Writing

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

6. Comparing Movies and Literature

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

7. Poetry Response-Read and discuss the poem

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Poem

"I'm Nobody! Who are you?" (Emily Dickinson)

8. Partner Conversation

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and

Fifth Grade Unit 6

9. Research Project/Presentation

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. *Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

b. *Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.*

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

10. Research Essay

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent..

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. *Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

b. *Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.*

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).



Fifth Grade Unit 6

11. Researching Historical Context

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

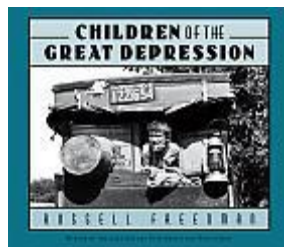
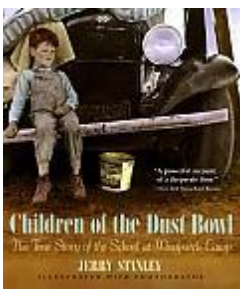
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. *particular sentences.*

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. *Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

b. *Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.*

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).



12. Informative/Explanatory Essay (use texts from #11)

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. *Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

b. *Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.*

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Fifth Grade Unit 6

13. Music/Writing

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

14. Narrative/Multimedia Presentation

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

15. Mechanics/Grammar Wall

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

16. Vocabulary

L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Fifth Grade Unit 6

17.Vocabulary/Word Wall

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

18. Art/Class Discussion

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

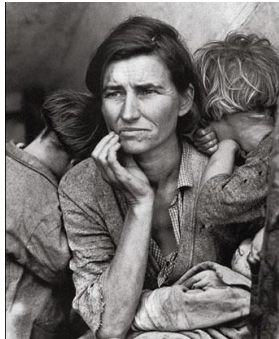


Edward Hopper
House by the Railroad
(1925)

18.Art/Class Discussion

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Dorothea Lange
Migrant Mother
(1936)

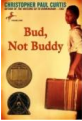
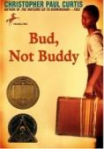
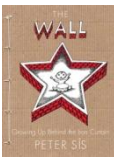
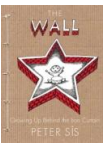





Blanche Grambs
No Work
(1935)

The following standard is paced for this quarter but is not included in the unit activities:

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Fifth Grade Unit 6

Text Talk Texts			
<u>Text Talk Tier II words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>Bud Not Buddy</i> By Christopher Paul Curtis Chapter 1	commence	to begin something
		glum	being or looking gloomy or sad.
		squincing	to squeeze or compress
	<i>Bud Not Buddy</i> By Christopher Paul Curtis Chapter 2	luxurious	of great comfort, luxury and often great cost
		provoked	to make angry
		vermin	animals, especially small ones, that are destructive pests
	<i>The Wall: Growing Up Behind the Iron Curtain</i> By Peter Sis Day 1	compulsory	something that is required, not optional
		averted	to avoid, prevent from happening
		descends	to go downward, reaching an undesirable state
	<i>The Wall: Growing Up Behind the Iron Curtain</i> By Peter Sis Day 2	banned	stop, block, to forbid
		uprising	a rebellion, revolt
		defecting	to desert a cause, country, etc. especially in order to adopt another
	<i>Children of the Dust Bowl</i> By Jerry Stanley Chapter 1	barren pg. 3	unproductive, unfruitful
		roiled pg. 6	to move quickly, disturb
		gales pg. 8	a strong wind (of approx. 60 miles per hour)
	<i>Children of the Dust Bowl</i> By Jerry Stanley Chapter 2	adversity pg. 11	hardships, challenges or misfortune
		mediocre pg. 13	neither very good nor very bad; ordinary; average
		subsided pg. 16	to become less strong or intense
	<i>Dust to Eat: Drought and Depression in the 1930's</i> By Michael L. Cooper	destitute pg. 1	without money or hope of having any
		plight pg. 3	a difficult situation, predicament
		flagrant pg. 6	something that is obviously wrong or offensive in some way.
	<i>Dreams</i> Poem by Nikki Giovanni	militant	aggressive, strongly dedicated as to a cause
		radical	a person with very strong beliefs, who wants change in politics or religion
		negotiate	to bargain or discuss both sides of an issue until an agreement is reached